



Education Supplement

Please note the information and links are provided to the relevant documents, which are being updated on an ongoing basis and is subject to change. The guidance shared is focussed around safeguarding themes and is not exhaustive.

Guidance for early years providers, primary schools and secondary schools has been published by the government. Guidance for special schools, specialist colleges, local authorities and any other settings managing children and young people with complex special educational needs and disability (SEND) has been updated to include new information on the recommended approaches that local authorities, educational settings and parents should follow for the return of more children and young people with EHC plans, and other children with complex needs to educational settings from 1 June 2020.

Primary schools will be able to open to pupils in nursery, reception, year 1 and year 6 from 1 June. Secondary schools will be able to begin providing face-to-face support for pupils in years 10 and 12 from 15 June.

Read the press release: [PM confirms schools, colleges and nurseries on track to begin phased reopening](#)

Read the guidance: [Planning guide for early years and childcare settings](#)

[Planning guide for primary schools](#)

[Guidance for secondary school provision from 15 June 2020](#)

The NSPCC had produced an overview summary on 29.05.2020. You can download the briefing here <https://learning.nspcc.org.uk/research-resources/2020/coronavirus-briefing-safeguarding-guidance-information-schools> They will be further updating it as guidance is shared from DfE.

Safeguarding and child protection are as important now as they ever have been. With many children spending less time in schools and social distancing measures in place, we all need to think about the way we keep children safe during the coronavirus pandemic (COVID-19). The NSPCC have put together a list of services and resources to support your work with children, young people and their families during this challenging period.

<https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>

NSPCC: Coronavirus Helpline

The NSPCC Helpline can be reached 24 hours a day by email, at help@nspcc.org.uk, or through its online reporting form on the main NSPCC website. Helpline practitioners can be contacted on **0808 800 5000** Monday to Friday 8am-10pm or 9am-6pm at the weekends.

DfE coronavirus helpline | Telephone 0800 046 8687

If you have a query about coronavirus (COVID-19) relating to schools and other educational establishments, and children's social care, in England contact the DfE dedicated helpline.

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the helpline.



Guidance for Schools

GUIDANCE FOR SCHOOLS/OTHER EDUCATION SETTINGS:

Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision

The Department for Education (DfE) published guidance for schools and childcare settings to prepare for opening on 1 June. The guidance covers: the year groups in the first phase of reopening; managing risk; and key issues including class size and staff availability, attendance, vulnerable children and young people and the curriculum.

The guidance offers answers to frequently asked questions and outlines a phased return that includes: nurseries, other early year providers, and childminders to begin welcoming back all children; primary schools to welcome back children in nursery reception, year 1 and year 6; and secondary schools, sixth form, and further education colleges to begin some face to face support with year 10 and 12 pupils. [Preparing for wider opening 1st June 2020](#)

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak (published 27.03.2020) you can read the full document [here](#)

Guidance for parents and carers to help prepare for the wider opening of nurseries, schools and colleges has also been published for various phases:

Preparing for the wider opening of schools from 1 June

Planning guides for school leaders to help them prepare to open their schools for more pupils during the coronavirus outbreak (updated 25.05.2020)

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>

Preparing for the wider opening of early years and childcare settings from 1 June

A planning guide for early year's providers, in England, to help prepare them to open their settings for all children from 1 June 2020 (published 24.05.2020).

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june>

This NSPCC briefing summarises government guidance on safeguarding and child protection for early year's settings during the coronavirus pandemic here:

<https://learning.nspcc.org.uk/research-resources/2020/coronavirus-briefing-guidance-early-years>

Special Educational Needs –Details on SEN risk assessments guidance applicable from 01.05.2020 to 25.09.2020 can be accessed [here](#)

Supporting children and young people with SEND as schools and colleges prepare for wider opening, which updates guidance on risk assessments issued on 19th April can be accessed [here](#)

Read the updated guidance for pupils with SEND: [Supporting children and young people with SEND as schools and colleges prepare for wider opening](#)





Safe Working Practice

Safe working practice in school:

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

Guidance on effective protection in education and childcare settings on how to implement protective measures including; infection protection and control, PPE, Clinically vulnerable staff, class sizes, transporting children and procedures to take when a child is taken ill.

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) (14 May 2020). This document brings together messages from other sources about methods for reducing the spread of coronavirus

Reflecting on your code of conduct

As schools begin to open more widely, this article poses questions around existing school behavior strategies. Do they need a rethink to reflect the current climate? Read the article here:

[TES](#)

The Safer Recruitment Consortium has produced an addendum to the *Guidance Safe Working Practice* to help schools apply safe systems of work during the pandemic. It contains some guidance on reviewing your code of conduct and behaviour policies. Click here for more details [saferrecruitmentconsortium](#)



Support post lockdown

Five ways to help children heal when schools reopen

Mary Meredith is Head of Inclusion at Lincolnshire County Council. Recently shared 'Five ways to help children heal when schools reopen'. The five headings are:

1. Hold a formal act of remembrance as a community
2. Place relationships front and centre and build social capital
3. Identify and support children in most need of social buffering
4. Reaffirm boundaries, rules and routines as safety measures
5. Re-evaluate and reaffirm core values, recognising all

You can read Mary's article here: <https://marymered.wordpress.com/2020/04/14/five-ways-to-help-children-heal-when-schools-reopen/>

Online Safety

The SWGfL has created a guidance sheet for online safety to help schools welcome pupils as they return from lockdown. See next page for details.

Schools: Online Safety Considerations for Reopening

As a school planning to reopen, SWGfL has drawn together the following guidance as helpful pointers to reopening your school.

What to think about when welcoming your children back from lockdown.

Online Safety Issues

- Recognising that most children will have spent more time online. Understand that this may have been unmoderated and unfiltered, increasing likelihood of
 - Exposure to threats and harms
 - Wellbeing related issues

Wider Issues

- Be prepared for an increase in child protection referrals
- Home may not have been a safe or happy place and some pupils will require additional support
- Some children may have competed with technology for their parents attention
- Plan to support children and families where they do not wish for/cannot allow their child to return to school yet
- Take steps to identify and support pupils being kept off school where domestic abuse or another safeguarding concern may be the barrier to their return
- Vulnerable children may need additional/more intensive support on return
- Identify and plan for how to close the gap between those who were effectively home-schooled and those who were not
- What are the implications for continuing online learning for some pupils during the summer holidays?
- Are there opportunities to build upon the success of online platforms and children's online learning?
- Attendance during reopening is likely to be unusual and sporadic. How will you ensure children have equal and consistent access to learning?

What Schools Can/Should Do?

Recognising And Responding To Issues

- Ensure the Safeguarding/Child Protection lead has time to plan for, and respond to, new concerns
- Remind all staff of safeguarding policy and reporting routines, especially if these have changed due to lockdown
- Clarify and advertise the safeguarding and support routes available to pupils, parents and carers and make provision for online/anonymous routes
- Consider how the school is supporting children's mental wellbeing, especially with increased screentime
- Consider promoting the safe use of 'new' platforms used during lockdown (Zoom, Houseparty etc.)
- Take the opportunity to ensure online safety and digital literacy learning is consistent across the school curriculum

Reflecting On Successes

- Use surveys to identify pupil experiences to inform planning and future work
- Review existing safeguarding/online safety/ child protection policies. Conduct a gap analysis
- Review and make refinements to processes and policies implemented during lockdown
- Review the arrangements put in place and whether they have impacted on learning
- Review all reported incidents and use actions to inform/evidence progression

Planning For Future Eventualities

- Is intervention required for pupils who experienced limited/no online access (e.g. no internet, smartphone-only, single shared device, mum's iphone etc)?
- Ensure that children can report their worries and concerns to you, ideally online
- Update staff training plans and implement support to fill gaps
- Review backup and contingency procedures
- Draw on current distance learning to plan for new opportunities
 - Within current parameters/staggered attendance
 - Within 'worst-case' parameters
- Draw up contingency plans for a 'second-spike' which may impact on staff availability

Remember

The UK Safer Internet Centre Helpline will be available to respond to any online safety query:

helpline@saferinternet.org.uk

SWGfL is donating its anonymous reporting/messaging platform to all schools (Whisper) for free during lockdown: swgfl.org.uk/whisper.





Health & Wellbeing Update

Back to school planning has started in earnest with Health & Wellbeing and PSHE high on the agenda to prepare and support children remaining at home and those due to return to school. Both the Primary and Secondary PSHE Networks are working to identify the likely priority areas and collate resources that could be used (or adapted) to address the issues with pupils and support their return to school.

Some fantastic resources have been shared with the PHSE Networks and can be accessed [here](#)



Remote Learning CPD

There are a number of FREE e-learning courses, webinars and resources to further support your learning, development and wellbeing during these unsettled times, as well as the wellbeing of families, children and young people you support.

WEBINARS:

Emerging Minds have partnered with Mental Elf and are offering free webinars – for more info and to book see <https://emergingminds.org.uk/emerging-minds-covid-19-webinar-series/>

Anna Freud has FREE webinars here from Crisis to Kindness <https://www.annafreud.org/training/training-and-conferences-overview/conferences-and-seminars/>

The **Slough Integrated Support Service** has developed webinars around the '3Rs'. These short webinars around boosting resilience when children return to school. There is a consultation framework connected to this which will be used in schools for work with individual children with whom schools are flagging concern.

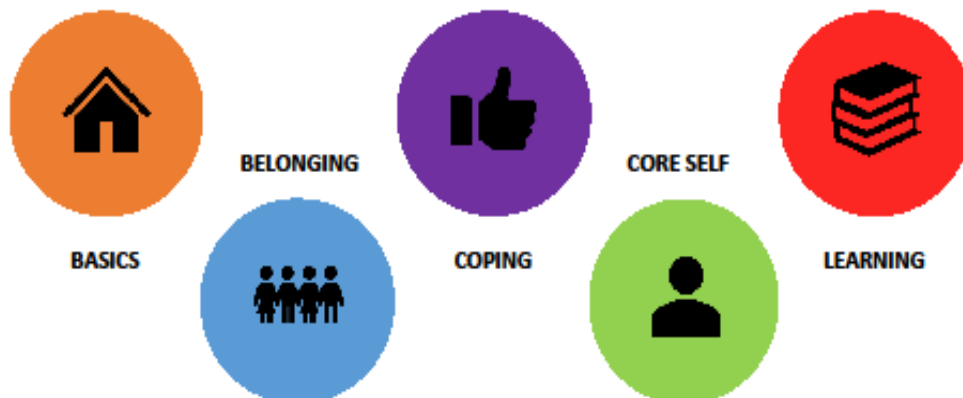




Resilience Readiness Recovery

Slough Integrated Support Service has developed a number of webinars to support schools on ways to foster resiliency in children and young people. The first of these will be available from early June.

The initial webinars will consider the negative impact of COVID-19 in each area of the resiliency framework alongside the protective factors that might already be in place for the child or young person.



Further webinars will follow covering topics such as 'Positive Transitions' and 'Supporting Recovery for the Under 5s'.

The webinars are intended as a short introduction. Each will contain a key 'take home' message for supporting pupils. There will be accompanying links to further resources and useful prompts to think about how to begin supporting young people when they return to school. Adults are encouraged to discuss the content in more detail with their link EP.

For further information please contact your EP directly or email the Integrated Support Service on ISSadmin@slough.gov.uk



Remote Learning CPD

Berkshire Healthcare and partners are continuing to develop and integrate the new MHST/Getting Help service to provide a more comprehensive CAMHS offer for early intervention. The webinar series is being delivered in collaboration with a range of partners including Public Health, Number 22 Youth Counselling, Kooth, Reading University and Educational Psychology Service (Slough Borough Council) We aim to make these as interactive as possible so professionals can strengthen their knowledge and skills at all levels. All webinars will be hosted via the Microsoft Teams Platform. Email: CAMHSgettinghelpeast@berkshire.nhs.uk for booking details.

JUNE	Time	Theme	Description	Audience
Tuesday 02/06/20	9.30- 11.00	Autism Awareness	This informative module will help you gain a broad understanding children and young people on the Autism spectrum.	Primary Schools Secondary Schools Further Education
Friday 05/06/20	9.30- 10.30	Depression and Anxiety	Supporting children and young people with their worries, anxiety, and low mood.	Secondary Schools Further Education
Friday 12/06/20	9.30- 10.30	Depression and Anxiety	Supporting children and young people with their worries, anxiety, and low mood.	Secondary Schools Further Education
Monday 15/06/20	15.00 - 16.00	Talk with children under 5 years about Covid-19	Practical tips about how to talk, play and support children in the early years in relation to COVID-19 (and post COVID-19)	Early Years providers
Friday 19/06/20	9.30 - 10.30	Depression and Anxiety	Supporting children with their worries, anxiety, and low mood.	Primary Schools
Monday 29/06/20	9.30 11.00	Autism and Mental Health (Attendees must have completed the Autism	Explores the relationship between autism and mental health. You will explore the way in which mental health problems develop and present in children and young people with	Primary Schools Secondary Schools

E Learning

Understanding anxiety, depression, and CBT	Free 5 week course (can join at any time) currently being run by University of Reading (UoR) via Future Learn. It's an educational resource and NOT intended as a self-help treatment- https://www.futurelearn.com/courses/anxiety-depression-and-cbt
Mind Ed for professionals and volunteers Charlie Waller Memorial Trust	Offers a range of e-learning modules on the mental health of children and young people applicable across the health, social care, education, criminal justice and community settings. There are a range of materials extending from the general level to more specialised levels- http://www.minded.org.uk/ E-learning resource for Further Education College Staff https://www.cwmt.org.uk/resources

Some fantastic tips on recognizing abuse and neglect during lockdown can be found here: [NEDCC LOCKDOWN](#)





YOU SAVE ME CAN

KNOW

During lockdown, some children and young people may be being abused and exploited at home. They can be made to believe that they should never tell anyone and that the abuse is their fault. Shut in with their abusers, they have little chance to escape or to tell anyone.

These children need your help! As a neighbour or key worker visiting homes for any reason, you may be the only person able to spot abuse and report it.

LOOK

- Guarded behaviour of a child around particular individuals
- Sudden changes in behaviour
- Children with bruises, burns, bite marks or fractures
- Children appearing withdrawn, anxious or frightened
- Hearing or seeing shouting and violence towards a child
- Children seen carrying or using drugs
- Children being late or arriving home late in different cars
- Unaccompanied children visiting a house where only adults live

ACT

- Stay curious and look beyond the obvious
- If something doesn't feel right, it might not be
- Even if you're unsure, it's better to report your concerns
- Do not attempt to intervene yourself
- If you have a safeguarding manager / lead within your organisation, notify them immediately
- Call the police on 101 or 999 in an emergency
- Call the NSPCC on 0808 800 5000